Lesson Title: Forming Relationships: How do Plants and Animals Depend on each other for Survival?

Standards:

2-LS2-1 Develop a simple model that mimics the function of an animals in dispersing seeds or pollinating plants.

2-LS4 -1 Make observations of plants and animals to compare the diversity of life in different habitats

Student learning outcomes:

Student learning outcomes for part 1: Classroom visit

After participating in the first modeling activity, students will be able to accurately:

1) List some animals that live in this area
2) Describe ways in which animals depend on each other for survival
3) List animals that live in packs
4) Explain ways to identify what an animal eats, where it lives and how big it is by looking at different parts of an animal through tracks, scat and skulls.

   Lesson Summary: Students will be introduced to several local animals and important features about those animals. Students will help form important relationships among different animals and how behavior help them depend on each other for survival in a certain habitat. Students will look at several different parts of an animal to piece together important characteristics of the animal including animal identification.

Student learning outcomes for part 2: Whitfield Visit

After participating in the second outdoor activity, students will be able to accurately:

1) Identify important abiotic and biotic things in the environment through observation by completing Bosque Bingo.
2) Explain how animals use plants through observation, drawing and description of a plant.
3) Explain how plants need animals for survival.
4) Identify signs of an animal in the riparian area
5) List ways in which humans have changed/altered this area and how these changed have affected both plant and animal habitats.

   Lesson Summary: *Students will spend time looking for connections and relationships between the survival of plants and animals at Whitfield. They will document different observations and describe the phenonema they are seeing. Once students understand these important connections, they can relate them to human influence on the environment. Students will look for ways humans are now altering the environment, both positively and negatively. Follow up idea: Students can create 2 or 3 D models of both a plant and an animal and one example of them relying on one another for survival.*

Grading Rubric: 0-5 points

1. Finished bingo game worksheet   0-5
2. Drawing and accurate description of at least two plants including how animals use the plant and visa versa   0-5
3. Drawing and accurate description of at least two signs of an animal's habitat at Whitfield 0-5
4. List of at least five observable human impacts and one sentence to describe a positive or negative outcome of this impact to the land